

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here: 2014 MAY 20 PM 2:46 Texas Education Agency
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name San Antonio ISD	Vendor ID # 74-6002167	Mailing address line 1 141 Lavaca Street	
Mailing address line 2	City San Antonio	State TX	ZIP Code 78210
County- District # 015907	Campus number and name 168-Stewart Elementary School	ESC Region # 20	US Congressional District # TX-35
		DUNS # 069451631	

Primary Contact

First name Darlene	M.I. M.A.	Last name McAlister	Title Principal
Telephone # 210-438-6875	Email address dmcalister@saisd.net		FAX # 210-333-2597

Secondary Contact

First name John	M.I. J.	Last name Strelchun	Title Grants Director
Telephone # 210-554-2535	Email address jstrelchun@saisd.net		FAX # 210-228-3131

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Emilio	M.I. E.	Last name Castro	Title Deputy Superintendent
Telephone # 210-554-2270	Email address Ecastro2@saisd.net		FAX # 210-228-3129
Signature (blue ink preferred)			Date signed



5/19/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SAISD plans to implement a TTIPS-funded school reform strategy at Stewart Elementary that corresponds to existing campus needs and will facilitate academic improvement. Key areas for remediation or support identified in a Campus Needs Assessment included: a) additional professional development in content and strategy and use of instructional tools for math, science and writing teachers; b) additional professional development to enable implementation of proven instructional strategies to improve academic achievement by ELL students; and, c) additional professional development in relationship building strategies to effectively address the needs of Stewart's diverse student population. After reviewing recommended turnaround models, the Transformation Model was shown to have the greatest potential for addressing these needs and benefiting Stewart's students.

The Stewart campus leadership team has identified multiple strategies for improving student academic performance, using data to drive instruction, increasing leadership time, improving leadership and teacher effectiveness, improving school climate and increasing family and community engagement. Critical examples follow.

A. Since Stewart is a designated Bilingual Campus, meaning other SAISD elementary schools may send their ELL student to Stewart for specialized instruction, the Stewart Team identified the need for stronger instructional practices of proven benefit to ELL students (29.6% of student population). Their recommendation is for all teachers to complete a 3-day Beginning Of Year training in SIOP (Sheltered Instructional Observation Protocol). SIOP allows English learners to acquire academic knowledge as they develop English language proficiency, mitigating the common delay in skill development while a new language is acquired. This approach will assist Stewart's ELL students in attaining and remaining on grade level.

B. The Principal at Stewart Elementary was assigned within the last two years, is showing great progress in student achievement and will remain. The Principal will develop new modules of professional development to enable teachers to effectively review and disaggregate academic and social data to determine deficiencies and strengths and improve the overall delivery and retention of instruction. The Principal also will continue participating in "Creating Turnaround Education Pipelines", which promotes the competencies needed to for sustained transformation.

C. Year 1 will be devoted to rich, continuous professional development for teachers, provided by the Principal during a standardized walkthrough schedule and by external contractors with demonstrated proficiency in areas needing improvement, e.g., lesson planning, content knowledge, delivery of instruction, assessment and relationship building. At the end of Year 1, the campus leadership team will post a Request for Qualifications with regional colleges and universities asking for their interest in partnering with Stewart and SAISD in the development of a LAB SCHOOL. Proposals will be reviewed by Stewart leaders and the SAISD TTIPS Support Team and a partner selected prior to the end of the school year. During Years 2 and 3, the selected university or college will accelerate the value of Year 1's contracted professional development using CCTV-enabled remote classroom observation and continuous structured feedback to support implementation and use with fidelity of best practices in instruction, data analysis and application, relationship building with students, peers and families, development of a quality afterschool program aligned to TEKS, and improving school climate. This tiered approach will build capacity within Stewart's existing teaching staff and these committed professionals will be responsible for training new teachers hired or transferring to the campus, thereby sustaining the Stewart model over time.

C. Data will be used to identify and address the instructional needs and achievement of all students, especially those who are under-performing. Campus leadership team will recommend methods of increasing rigor and/or alignment with SAISD and state content standards. Standardized unit assessments will be developed in all content areas to continuously monitor achievement. Professional Learning Communities will meet weekly to review assessment data and strategize improvements when needed and all K-5 teachers will be scheduled for whole day pull-out sessions to complete data disaggregation, item analysis and planning.

D. To address in-school discipline issues that can become barriers to instruction, all Stewart teachers and staff will use PBIS. Campus leadership will meet monthly to review discipline data and trends and develop strategies for teachers to use to improve classroom and school climates and create a welcoming learning environment.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SAISD has committed significant resources to the full implementation of TTIPS and the school reform strategies contained within a Transformation Model. A District-level TTIPS Support Team has been appointed and will be led by SAISD's District Coordinator of School Improvement (DCSI) and will include the Deputy Superintendent, the Assistant Superintendent for School Leadership, the Associate Superintendents for Human Resources and Finance and the Stewart Principal. The Team will be responsible for enacting meaningful school reform throughout the District, including administering and ensuring the success of TTIPS strategies and interventions at Stewart Elementary. The DCSI will serve as a mentor and liaison to the Stewart Principal and teaching staff, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCSI will have a direct line of communication to the SAISD Superintendent and Deputy Superintendent, which will assist in quickly eliminating any barriers that hinder improvement.

The Support Team also will help the Stewart Principal transition to the Charlotte Danielson Framework for teacher evaluation and the Assistant Superintendent for School Leadership also will begin using Charlotte Danielson to evaluate the Stewart Principal. Application of the Charlotte Danielson Framework will foster effective recruitment, high quality staffing and retention of qualified personnel. Finally, the Associate Superintendent for Human Resources and the DCSI will lead the Support Team in developing a cohesive, equitable reward and incentive system for teachers and principals, to be approved for implementation by the Superintendent.

SAISD has designed a comprehensive evaluation model to analyze and quantify TTIPS impact using a six step process: a) summarize the major components of the initiative; b) describe the characteristics of the Stewart students (including any enrollment, attendance, and performance trends) and instructional personnel (including measures of effectiveness); c) compile a review of the most current research on instructional programs, with the focus on program implementation and proven strategies; d) assess the level of program implementation (intended versus actual) with specific metrics described in Schedule #15, Part 1; e) assess the achievement level of program students based on the amount of growth in performance and their performance on State assessments using the specific metrics described in Schedule #15, Part 1; and, f) prepare a summary of findings with recommendations for program managers as well as Stewart and District administrators. Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Stewart Elementary Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes.

SAISD is committed to sustaining the improvements enabled by the requested TTIPS grant, maintaining critical elements in future campus operational budgets via local and Title I funds. For example, the position of Technology Specialist, essential to ensuring highest and best use of technology upgrades purchased with TTIPS funding, will be continued as needed, as will afterschool enrichment activities. These investments, coupled with the durable, long-term improvements to teaching and leading that will accrue from establishment of a Lab School, in partnership with a local college or university, and implementation of the Charlotte Danielson teacher and principal evaluation framework, will preserve all realized improvements to teaching and leading and student improvement.

SAISD has methodically built the capacity to fully benefit from TTIPS funding. The skills and competencies of the Superintendent's Cabinet members have been improved, data analysis and interpretation has been embedded as standard operating practice at the campus and district levels and the Curriculum and Instruction Department has significantly improved resources for teachers to promote student achievement, including readily available, continuous coaching and support for content development and delivery. These assets have enabled SAISD to receive and maximize new federal and state funding through GEAR UP, the High School Graduation Initiative and TTIPS Cycles 1 and 2, all of which have contributed to improvement in student achievement.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,504,506	\$0	\$1,504,506	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,332,500	\$0	\$1,332,500	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$1,056,892	\$0	\$1,056,892	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$99,000	\$0	\$99,000	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0
Total direct costs:			\$3,992,898	\$0	\$3,992,898	\$0
2.274% indirect costs (see note):			N/A	\$90,798	\$90,798	\$0
Grand total of budgeted costs (add all entries in each column):			\$3,992,898	\$90,798	*\$4,083,696	\$0

Administrative Cost Calculation

Enter the total grant amount requested:	\$4,083,696
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$204,185

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,417,290	\$1,557,895	\$1,108,511	*\$4,083,696

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Employee Position Title

Estimated
of
Positions
100%
Grant
FundedEstimated
of
Positions
<100%
Grant
FundedGrant
Amount
BudgetedPre-
Award**Academic/Instructional**

1 Teacher

2 Educational aide

3 Tutor

2

\$

\$

\$90,000

\$0

Program Management and Administration

4 Project director

5 Project coordinator

6 Teacher facilitator

7 Teacher supervisor

8 Secretary/administrative assistant

9 Data entry clerk

10 Grant accountant/bookkeeper

11 Evaluator/evaluation specialist

\$

\$

\$

\$

\$

\$

\$

\$

Auxiliary

12 Counselor

13 Social worker

14 Community liaison/parent coordinator

\$

\$

\$

Other Employee Positions

21 Math Content Specialist

22 Technology Support Specialist

23 Title

1

-

-

\$168,322

\$143,839

\$

\$

Subtotal employee costs:

\$402,161

\$0

Substitute, Extra-Duty Pay, Benefits Costs

25 6112 Substitute pay

26 6119 Professional staff extra-duty pay

27 6121 Support staff extra-duty pay

28 6140 Employee benefits

29 61XX Tuition remission (IHEs only)

\$122,400

\$760,050

\$0

\$219,895

\$0

\$0

Subtotal substitute, extra-duty, benefits costs

\$1,102,345

\$0

31 **3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**

\$1,504,506

\$0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	SIOP (Sheltered Instructional Observation Protocol) Training / Prepare all students (especially ELL) to become college and career ready	<input type="checkbox"/>	\$4,500	\$0
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$4,500	\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Professional development on learning with technology		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Prepare teachers to use technology to impact learning and prepare students for the 21 st century		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$60,000
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$60,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)Specify topic/purpose/service: LAB SCHOOL w/ selected university/college(Year 2&3) ☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional development using remote classroom observation and continuous structured feedback to support implementation and use with fidelity of best practices in instruction, data analysis and application, development of quality afterschool program and improving school climate

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
2	Contractor's payroll costs: # of positions: 3	\$500,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0	\$0
	Contractor's supplies and materials	\$150,000	\$0
	Contractor's other operating costs	\$250,000	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$0
Total budget:		\$900,000	\$0

Specify topic/purpose/service: Case management services (Communities in Schools) ☐ Yes, this is a subgrant

Describe topic/purpose/service: Delivery of needed resources (counseling, health services, food bank, mentors, tutors)so that students can stay in school

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
3	Contractor's payroll costs: # of positions: 2	\$156,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0	\$0
	Contractor's supplies and materials	\$11,550	\$0
	Contractor's other operating costs	\$27,450	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$0
Total budget:		\$195,000	\$0

Specify topic/purpose/service: Motivational Speakers

☐ Yes, this is a subgrant

Describe topic/purpose/service: Inspire student and help them find guidance and purpose in life

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
4	Contractor's payroll costs: # of positions: 10	\$27,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0	\$0
	Contractor's supplies and materials	\$0	\$0
	Contractor's other operating costs	\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$0
Total budget:		\$27,000	\$0

Specify topic/purpose/service: Professional learning in core content (Year 1 only)

☐ Yes, this is a subgrant

Describe topic/purpose/service: Teacher training, model lessons, academic planning and student intervention

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
5	Contractor's payroll costs: # of positions: 2	\$60,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0	\$0
	Contractor's supplies and materials	\$0	\$0
	Contractor's other operating costs	\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$0
Total budget:		\$60,000	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)Specify topic/purpose/service: Professional learning in Writing/ELA (Year 1 only) ☐ Yes, this is a subgrant

Describe topic/purpose/service: Reading and writing strategies

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted****Pre-Award**

6

Contractor's payroll costs: # of positions: 1

\$21,000

\$0

Contractor's subgrants, subcontracts, subcontracted services

\$0

\$0

Contractor's supplies and materials

\$0

\$0

Contractor's other operating costs

\$0

\$0

Contractor's capital outlay (allowable for subgrants only)

\$0

\$0

Total budget:

\$21,000

\$0

Specify topic/purpose/service: Relationship building

☐ Yes, this is a subgrant

Describe topic/purpose/service: Assist campus leadership in building relationships with family/community

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted****Pre-Award**

7

Contractor's payroll costs: # of positions: 1

\$50,000

\$0

Contractor's subgrants, subcontracts, subcontracted services

\$0

\$0

Contractor's supplies and materials

\$0

\$0

Contractor's other operating costs

\$0

\$0

Contractor's capital outlay (allowable for subgrants only)

\$0

\$0

Total budget:

\$50,000

\$50,000

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted****Pre-Award**

8

Contractor's payroll costs: # of positions:

\$

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$1,313,000

\$0

a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:

\$0

\$0

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$4,500

\$0

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$1,313,000

\$0

d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:

\$15,000

\$0

(Sum of lines a, b, c, and d) 3-Year Grand total

\$1,332,500

\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.**For TEA Use Only**

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 015907					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	CCTV Camera	Remote classroom observation (LAB SCHOOL)	29	\$2,000	\$833,192	\$0
	2	Desktop Computers	Student use in computer lab	50	\$962		
	3	Smart Boards	Learning and Teaching	29	\$4,000		
	4	Tablets	Learning and Teaching	500	\$1,154		
	5	Tablet Carts	Tablet storage and recharging	18	\$1,894		
	6						
	7						
	8						
	5						
	6399	Technology software—Not capitalized					
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$833,192	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$223,700	\$0
3-Year Grand total:						\$1,056,892	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$15,000	\$0
	Specify purpose: Site visits to model LAB SCHOOLS (e.g. Lower School of University of Chicago laboratory Schools, Thomas Metcalf School @ Illinois State University)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$15,000	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$84,000	\$0
3-Year Grand total:		\$99,000	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			549	
Category	Number	Percentage	Category	Percentage
African American	56	10.2%	Attendance rate	95.9%
Hispanic	483	88%	Annual dropout rate (Gr 9-12)	DNA
White	9	1.6%	Annual graduation rate (Gr 9-12)	DNA
Asian	0	0.0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	44%
Economically disadvantaged	545	99.3%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	56%
Limited English proficient (LEP)	185	33.7%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	2	0.3%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	6.9%	No degree	0	0%
Hispanic	18	62.1%	Bachelor's degree	23	79.3%
White	8	27.6%	Master's degree	6	20.7%
Asian	1	3.4%	Doctorate	0	0%
1-5 years exp.	10	34.5%	Avg. salary, 1-5 years exp.	\$45,384	N/A
6-10 years exp.	4	13.8%	Avg. salary, 6-10 years exp.	\$46,477	N/A
11-20 years exp.	9	31%	Avg. salary, 11-20 years exp.	\$49,521	N/A
Over 20 years exp.	3	10.3%	Avg. salary, over 20 years exp.	\$57,733	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	22	91	95	87	84	81	89	0	0	0	0	0	0	0	549
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	22	91	95	87	84	81	89	0	0	0	0	0	0	0	549

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	4	5	4	5	4	4	0	0	0	0	0	0	0	27
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	4	5	4	5	4	4	0	0	0	0	0	0	0	27

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD's mission is to be a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. The first step toward realization of this mission is an annual Comprehensive Needs Assessment (CNA) conducted by every school in the district. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the TAIS School Improvement Plan, identifying educational strengths and areas of need and revealing future priorities and areas of focus.

The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the School Improvement Plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan.

SAISD's standardized CNA process consists of four stages, described below.

Stage I: Planning (New CNA). Before the CNA begins, campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the process. Next, committees are established for each CNA focus area (demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology) and community members, parents and/or business partners with relevant expertise are invited to participate. Each committee receives data, information and reports relevant to their charge, as follows.

Demographics-data on enrollment by ethnicity, special education, economically disadvantaged, ELL, homeless, migrant, at-risk and mobility.

Student achievement-data on achievement on state assessments, disaggregated by demographic indicators.

School culture and climate-data on attendance, discipline, drop-out rate, staff morale, instructional/academic indicators, safety.

Staff quality, recruitment and retention-staffing patterns for core content areas, paraprofessionals, teachers/instructional staff, new teachers, secondary math science supplement, principal, assistant principal, counselor, librarian, parent family liaison, and data on staff morale.

Curriculum, instruction and assessment-reports on curriculum, instruction, assessment and technology used by the campus.

Family and community involvement-data on participation in parent outreach, parent training, parent-family liaison, parent meetings, communication, parent involvement.

School context and organization-information on master schedule, decision making committees, school policies and procedures, communication and opportunities for input and feedback.

Technology-online course development and management, web-based instruction, web-based assessment, social media/communication, technology integration into curriculum/instruction, technology resources.

Pre-prepared outlines are used to guide each committee in using these data elements to complete a root cause analysis that identifies areas of need by grade level and/or content area, strengths, strategies for accelerating improvement, resources for implementing strategies, justification for resource allocations. (Note: The selection of data to be used by the committee may be restricted by FERPA requirements.) With support from school staff, the committees examine multiple sources of disaggregated data, determine areas of priority, summarize needs, and develop a vision for reform that will foster success for all students. The completed CNA also is used to guide development of or revisions to the

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Improvement Plan.

Stage II: Reviewing (Existing CNA). Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.

Stage III: Completing the Executive Summary. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage IV: CNA Completed. The complete CNA is compiled and forwarded to SAISD's Federal Programs Department. A CNA must include: a) Committee Members Form with original signatures; b) agendas and sign-in sheets; c) Data Review Checklist; d) questions for each focus area; e) summary forms for each focus area; and f) Executive Summary Form.

SAISD's CNA process prioritizes the TAIS Critical Success Factors (CSF), including: improving academic performance, increasing the use of data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing family and community engagement, improving school climate, and improving teacher quality. The following are examples of focus area questions and possible benchmarks used to surface needs, identify responsive interventions and track improvement in the CSF.

Use of Data to Drive Instruction: What evidence supports the implementation of high impact interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has been the effect over time? Sample benchmark: 2% increase in reading achievement by ELL students.

Increasing Leadership Effectiveness: Which intervention strategies/activities have improved student achievement on your campus? Which subpopulations are improving and why? Sample benchmark: 10% increase in students meeting state standards in both reading/language arts and math.

Improving School Climate: What are your campus expectations for academics, behavior and civics? How do students perceive these expectations? Sample benchmark: 10% increase in average daily attendance, reflecting increased student and family satisfaction with school.

In preparing for the proposed TTIPS program at Stewart Elementary, SAISD completed a two-step review process: 1) used the CNA and SIP to determine the CSF status; and, 2) evaluated the four school reform models, comparing impact to Stewart's unmet needs. Emphasis was placed on facilitating academic improvement; key recommendations of the SIP were: a) math, science and writing teachers need additional professional development in content and strategy and use of instructional tools with fidelity, e.g., Istation; b) additional professional development to enable implementation of proven instructional strategies to improve academic achievement by ELL students (Note: Stewart is a Bilingual Campus, meaning other SAISD elementary schools may send ELL students to Stewart for specialized instruction); and, c) all teachers need additional professional development in relationship building strategies to effectively address the needs of a diverse student population. Effecting this set of factors at Stewart Elementary will require a strong leader to drive school reform, effective teachers offering rigorous instruction, increased student learning time, more consistent use of evidence-based instructional strategies, and more consistent use of data to inform instruction and promote continuous improvement. The Transformation Model was shown to have the greatest potential for addressing these needs and benefiting Stewart's students. Applying the Transformation approach also has the potential for lasting impact on student achievement, ultimately improving graduation rates at Highlands High School.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Strong school leader with the capacity to develop and monitor school reform interventions and make necessary instructional or staffing adjustments to spark improvement in student achievement.	The Principal at Stewart Elementary was assigned within the last two years, is showing great progress in student achievement and will remain. The Principal will develop new modules of professional development to enable teachers to effectively review and disaggregate academic and social data to determine deficiencies and strengths and improve the overall delivery and retention of instruction. The Principal will meet monthly with District leadership to monitor the effectiveness of the SIP.
2.	Effective teachers in every classroom who are able to provide rigorous instruction in all content areas, build meaningful and supportive relationships with students and parents, effectively use technology-based instructional resources, and use vertical alignment and vertical team planning strategies to improve student achievement.	Teachers will complete professional development in lesson planning, content knowledge and delivery, assessment and relationship building. Monitoring and support systems will be implemented to retain highly effective teachers. Daily feedback will be provided using a standardized campus walkthrough document aligned with SAISD's 3 Priority Targets. Teachers will have a full collaboration day every three weeks to analyze and respond to data, receive coaching and complete lesson plans with campus leadership and District content specialists. PD will accelerate in Year 2 when Stewart becomes a LAB SCHOOL. A Technology Specialist and technology upgrades will support stronger instructional content.
3.	Stronger instructional program and more consistent use of proven strategies (e.g., Mentoring Minds, Thinking Maps, Frog Street, Istation, tutoring, vertical alignment and project based learning) to address needed improvement in student achievement in math, science and writing, especially among ELL students.	Stewart will implement a school-wide "response to intervention" approach. SIOP (Sheltered Instructional Observation Tool) training will be provided BOY to enhance instructional practices with ELL students. Teachers' professional learning communities will meet weekly to develop enrichment activities for under-performing sub populations. Color zone charts will be used to monitor student achievement and plan interventions.
4.	More consistent use of data to inform instruction and promote continuous improvement.	Data will be used to identify the need for reconfigured lesson plans to address the instructional needs and achievement of under-performing students. Campus leadership team will recommend methods of increasing rigor and/or alignment with SAISD and state content standards. Standardized unit assessments will be developed in all content areas to continuously monitor achievement. PLCs will meet weekly to review assessment data and strategize improvements when needed.
5.	Improve school safety and address non-academic factors that impact student achievement.	Stewart will use PBIS to address in-school discipline. Campus leaders will meet monthly to review discipline data and trends and develop strategies for improving classroom and school climates and creating a welcoming learning environment. Incentives will be established for students "Caught Being Good". The Principal will work with 5 th graders to develop leadership skills, improve attendance and reduce discipline referrals.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	SAISD has appointed a DCSI who will lead the SAISD TTIPS Support Team of highly qualified personnel charged with enacting meaningful school reform throughout the District, including administering and ensuring the success of TTIPS strategies and interventions at Stewart Elementary. The DCSI will serve as a mentor and liaison to the Stewart Principal and teaching staff, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCSI will have a direct line of communication to the SAISD Superintendent and Deputy Superintendent, which will assist in quickly eliminating any barriers that hinder improvement. The DCSI has demonstrated expertise in planning, managing and implementing school reform efforts and successful leadership and management experience. Other members of the District-level TTIPS Support Team follow. The indicated duties are specific to TTIPS implementation and are in addition to each position's standard responsibilities.
2.	Deputy Superintendent	Will direct and manage the overall implementation of TTIPS within SAISD, including direct supervision of the DCSI. Will ensure revised instructional programs are effective and promote school reform as intended. Will provide continuous leadership in the adoption of the highest standards of instruction at Stewart Elementary. Will oversee compliance of TTIPS implementation with SAISD policies and priorities. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background; Masters degree and Texas Standard Principal or Mid-Management Certification.
3.	Assistant Superintendent School Leadership	Will provide leadership to Stewart Elementary in areas related to instructional and operational needs. Will support development of exceptional campus leaders and the planning and decision making required for Stewart to become a high-performing school. Will provide instructional management and communications support to ensure the successful implementation of TTIPS strategies. Requires a Masters Degree, Mid-Management, Administrator or Principal Certification, and demonstrated leadership skills.
4.	Associate Superintendent Finance	Will supervise the financial administration of the TTIPS grant, including accounting, payroll, purchasing, information technology and information services. Will ensure that all necessary financial support and enabling technology are available to Stewart Elementary to support full, timely implementation of school reform strategies. Requires an MBA and advanced technical knowledge of school finance, budgeting, accounting systems, and economics.
5.	Associate Superintendent Human Resources	Will provide leadership for implementation of human resources activities needed to ensure effective recruitment, high quality staffing and retention of qualified personnel. Will support Stewart Elementary Principal in the transition to the Charlotte Danielson model of teacher evaluation. Will develop SAISD's new principal evaluation system based on the Charlotte Danielson model. Will develop reward and incentive systems for teachers and principals, to be approved for implementation by the Superintendent. Requires a Masters degree and Mid Management Administrator or Administrator Certification.
6.	Stewart Principal	Will implement TTIPS on campus. Will provide continuous professional development to teaching staff to ensure utilization of identified instructional strategies and other best practices. Will apply revised evaluation and reward system (Charlotte Danielson based). Will work with the District-level TTIPS Support Team to realize improvement in academic achievement by students.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD is responsible for recruiting, selecting and providing oversight of external providers of goods or services to any and all campuses. Applicable, standardized procedures follow.

Recruit. SAISD maintains a database of approved vendors. All have successfully delivered quality goods and/or services to SAISD in the past and have met all contracted deliverables. Periodically, the District will advertise for new vendors in the local newspaper and other means. Interested parties are asked to complete a Request for Qualifications. Vendors found to be qualified and offering quality goods and services at a reasonable price are added to the approved vendors list, whether or not they are actively retained.

Select. SAISD will secure an Independent Contractor to perform work not available from a District employee or department. For the TTIPS grant, SAISD believes only Professional Services will be procured, i.e., Professional/Student Development Training. SAISD typically does not use a competitive bid process for Professional Services contracts of less than \$50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, high quality provider is selected from respondents. Standard processes follow. Step One: Insure independent contractor status of potential vendors. District employees may only provide professional services in limited, defined circumstances. Step Two: Determine the scope of service and fee, review offers and evaluate the offers based on fee, quality, timeline, etc. Step Three: Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Step Four: **All contracts valued in an amount of \$25,000 or more will require approval by the SAISD Board.** The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Proper documentation of process and considerations must be maintained. Step Five: Obtain approval and execute a contract. After a service provider has been fully vetted and recommended for contracting, the Board of Trustees and its designee(s) must approve and execute the service contract. Work cannot begin until the contract has been approved and executed.

Regardless of goods or services procured, a contract valued at **\$50,000 or more** in a 12-month period requires a competitive bidding process. The process includes a notice to the general public of the solicitation, a deadline for the submission of offers, the use of discretion to evaluate the offers, and the selection of a service provider(s) offering the best value to the District. **Unless specifically set forth in Board Policy, exemptions from the competitive process must be approved by the Board of Trustees.**

SAISD understands that, because federal funds will be used to pay for contracted services delivered as part of the TTIPS grant, federal procurement standards will supersede District policy.

Oversight. When Independent Contractors are providing services on school campuses, the Principal is responsible for ensuring the service provider performs in accordance with the approved contract. If performance issues arise, the Principal is to immediately contact the Director of Materials Management for guidance. The Principal must warrant the satisfactory completion of services prior to authorizing payment to the vendor.

Currently, SAISD uses a Balanced Scorecard approach to evaluate the work of Independent Contractors. A Likert scale (1-Unsatisfactory to 5-Excellent) rates vendors on their contributions to the school's goals and desired outcomes for the project, program or service the vendor is involved in. Over the next school year, SAISD intends to begin using Amplifund Full Cycle for administering and monitoring Professional Service contracts and other grant-related activities. Amplifund is an integrated software program that streamlines tracking functions by establishing a central hub for documentation and key data. Federal regulations are encompassed within the system to support compliance by internal and external sources. The system has unique customization features to enable non-recurring data capture and support adherence to contract terms. Automated reporting will keep responsible SAISD staff informed of contract performance and compliance issues on a rapid cycle.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD uses Balanced Scorecard methodology to monitor annual goals for student achievement on state assessments (reading/language arts and math) as well as other leading indicators and outcomes. The District developed the Balance Scorecard to answer key questions regarding the impact of instructional programs and services for students, teachers, leaders and administrators, including:

- How many students participated?
- What type of professional development was provided and to what benefit?
- What activities occurred or student services were provided?
- What was accomplished and for whom?
- Were desired outcomes delivered?
- Were applicable rules and regulations followed?

The components of the Scorecards can be individualized and the content continuously updated to document program operations, changes and results over time. A common format is used, as follows.

I. Knowledge: overarching goals; changes or adjustments during the course of the program or activity; compliance with rules and regulations; critical thinking and creative approaches beyond standard implementation; challenges to implementation; and methods of supporting sustainability.

II. Budget: alignment of activities with expenditures; budget change requests; timelines; budget reports; and, budget monitoring.

III. Documentation and Communication: required reports and deadlines; methods of communicating, teaching or sharing information with administrators, teachers, parents, students, or community members; use of verbal and written communication methods and technology to inform target audiences and support varied learning styles for optimal retention.

IV. Evaluation: project outcomes; tools or methodology for evaluating impact; target objectives or activities; assessment methods to verify results; and, target audience or targeted participants.

V. Collaboration: key stakeholders; resources; and, accomplishments.

Monthly Balanced Scorecard reviews are conducted by responsible parties (i.e., Principals, Department Heads, grant managers, campus leadership teams) to ensure timely adjustments are made and planned outcomes are achieved.

Activities, progress, student achievement and changes to operational procedures are communicated to staff, teachers, campus leaders, students, parents and community members. Communication methods are modified for internal and external audiences, e.g., message boards on the SAISD Intranet for staff vs. postings on the main SAISD website for students, parents and community members. Communication samples are kept on file to document information dissemination efforts regarding program growth, adjustments, etc. Primary vehicles include: newsletters, letters or articles; school morning announcements; media announcements or articles in newspapers; bulletin boards; and meeting notices, agendas and meeting minutes.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Stewart Elementary is operating within a state and District-approved **Campus Improvement Plan** that contains multiple strategies designed to enhance instructional processes, improve student achievement and improve school climate. This framework and the value of the encompassed investments will establish a strong foundation for the implementation of the proposed TTIPS grant. Key supportive strategies and activities follow.

I. Teachers use District curriculum guides to plan and develop a balanced approach to literacy/reading during a 120-minute reading block. Teachers provide instruction with a targeted focus according to Tier (I, II, III), and use research based instructional practices, resources and materials in student centered classrooms.

II. The District goal for *Literacy Across All Content Areas* is embedded in all subjects to address low performance by Stewart 4th graders on the Writing and Revision and Editing STAAR assessment.

III. Instruction for K-5 students follows developmentally appropriate, research based writing processes and vocabulary development, including Lucy Calkins' strategy for "writing across curriculum". The focus for skills development is on revising and editing, vocabulary development, spelling, grammar, sentence structure, descriptive language, elaboration, supporting details, and paragraph development. At-risk 4th grade students receive after school tutoring focused on grammar. All students participate in writing workshops.

IV. A balanced approach to math instruction is used, including computational fluency, concept development and problem solving. Students move through the cognitive stages (concrete to pictorial to abstract) within a curriculum that spirals objectives on a repetitive basis. Problem-solving opportunities, e.g., teacher-designed problems and exemplars, supplement the Envisions program. Student use and understanding of math vocabulary is improved through modeling, non-linguistic representations, math walls and specific feedback about their use of vocabulary in their writing.

V. Students build fundamental concepts in science by participating in hands on experimental activities. Teachers help students bridge from concrete activities to abstract questions, and model their thinking process as they draw conclusions, make inferences and make predictions.

VI. K-5 teachers use expository texts and graphic organizers to teach reading comprehension skills through social studies.

VII. The Attendance Committee has developed a plan to support achievement of Stewart's attendance goal. Plan components scheduled for implementation are: (a) The PBIS committee will develop and implement a campus-wide attendance incentive plan. The effectiveness of the encompassed strategies will be monitored and revised or expanded as indicated. (b) The Home Liaison will develop relationships with parents and provide community and district resources to aid parents in getting their students to school each day.

VIII. The Principal, teachers and staff have prioritized the creation of a campus environment that promotes an alliance between parents and teachers to support academic achievement by every student.

IX. The Principal and teachers use campus-wide PBIS and positive classroom management strategies to reduce student behavioral referrals. The PBIS committee meets monthly and discipline data is shared with the campus.

X. Teachers use BOY, MOY and EOY data to establish student Tier groupings in all core content areas. K-5 students identified as Tiers II or III are provided reading intervention using Istation. Students in grades K-2 receive interventions created by the Math Department and students in grades 3-5 use VMath.

XI. Students use technology to create projects, conduct research and complete classroom assignments. Teachers use technology in grading, planning and presenting curriculum and communicating with parents and administration.

XII. Scaffolded instruction helps students accomplish the TEKS and meet IEP expectations in all core subject areas.

XIII. ELL strategies are used to scaffold instruction and guide students in making connections to deepen understanding of concepts in all content areas.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	. Improvement in student performance on annual state assessments compared to 2013-14 baselines. . Number/frequency of changes in lesson plans based upon review of student data. . Addition of before/after school learning opportunities.	1.	Improved academic performance, reading, math, science and writing by all students and subpopulations (especially ELL and special education students).
		2.	Use of data to drive instruction.
		3.	Increased learning time.
2.	. Results of annual principal evaluation using Charlotte Danielson-based tools. . Results of annual teacher evaluation using Charlotte Danielson-based tool. . Improvement in student performance on state assessments compared to 2013-14 baselines.	1.	Increased leadership effectiveness.
		2.	Improved teacher quality.
		3.	
3.	. Hours of on-campus family activities compared to 2013-14 baselines. . Number of in-school parent or community volunteers compared to 2013-14 baselines.	1.	Improved family and community engagement.
		2.	
		3.	
4.	. Annual hours of professional development compared to 2013-14 baselines.	1.	Increased professional development.
		2.	Improved use of instructional tools with fidelity, e.g., Istation.
		3.	Improvements in teacher quality and instructional impact attributable to implementation of Lab School model in Year 2.
5.	. Number of disciplinary referrals compared to 2013-14 baselines. . Average daily attendance compared to 2013-14 baselines.	1.	Improved school climate.
		2.	
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the TTIPS strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The campus CNA will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by Principals, school leaders and the TTIPS Support Team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Stewart Elementary staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

With this approach, SAISD will be able to quantify the degree to which Stewart Elementary is meeting TTIPS requirements, the effectiveness of the proposed interventions and strategies on the academic achievement of students and the quality of teaching and leadership resources on the campus, and, the cost of sustaining the approach over time. Evaluation methods to be used to generate this analysis are: a) summarize the major components of the initiative; b) describe the characteristics of the Stewart students (including any enrollment, attendance, and performance trends) and instructional personnel (including measures of effectiveness); c) compile a review of the most current research on instructional programs, with the focus on program implementation and proven strategies; d) assess the level of program implementation (intended versus actual) with specific metrics described in Schedule #15, Part 1; e) assess the achievement level of program students based on the amount of growth in performance and their performance on State assessments using the specific metrics described in Schedule #15, Part 1; and, f) prepare a summary of findings with recommendations for program managers as well as Stewart and District administrators.

Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Stewart Elementary Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes. Building practice adjustment into operational processes will ensure that interventions are implemented fully and effectively and to maximum student benefit.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Contract with outside consultant to provide professional development to K-5 Teachers in math and language arts.	08/14	05/16
			B. Contract with Istation to provide professional development to improve use of instructional tools with fidelity, producing rapid improvement in reading skills by students.	08/14	07/17
			C. Schedule pull-out vertical planning sessions to enable teachers to gain a better understanding of content knowledge and research-based strategies.	08/14	05/17
			D. Contract with outside consultants to model teach, conduct classroom observations and then debrief with teachers during pull-out sessions.	08/14	05/16
			E. Provide teachers and students with real world learning experiences to include field trips and guest speakers.	08/14	07/17
		F. Expand the benefit of contracted professional learning in Year 1 by partnering with a college or university to create/become a lab school in Years 2 and 3. (Sequence=School will make site visits to model LAB SCHOOLS issue an RFQ in Year 1, campus team will evaluate and select college or university to partner with in Years 2 and 3, selected post-secondary institution, campus leaders and SAISD TTIPS Support Team will design program and deliverables)	08/15	05/17	

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		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Provide K-5 teachers with whole day pull-out sessions for data disaggregation, item analysis and planning.	08/14	05/17
			B. Provide SIOP training for current and future K-5 teachers in developing and providing interventions for ELL and other special need students.	08/14	05/17
			C. Hire full-time Math Content Specialist to support implementation of superior instructional practices and curriculum; Specialist position will be for Year 1 only as these duties will be encompassed in the responsibilities of the Lab School partner in subsequent years.	08/14	05/15
			D. Hire part-time tutors to assist students during out of school time.	08/14	05/17
			E. Hire a Technology Specialist to maintain new/upgraded technology and provide professional development to Principal, teachers and staff.	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Contract with outside consultants to provide K-5 teachers with professional development on reading, analyzing and using data to drive instruction.	08/14	05/16
			B. Contract with outside consultants to train K-5 teachers in use of new/upgraded technology.	08/14	05/17
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Implement a standards-based professional development series focused on data analysis, strategic planning and lesson delivery for math and reading teachers.	08/14	05/17
			B. Implement a standards-based professional development series focused on SIOP and RTI implementation for struggling students.	08/14	05/17
			C. Purchase or upgrade technology equipment/programs to enhance the ability to simplify data or develop creative ways to maintain data.	08/14	05/17
			D. Use new/upgraded technology and programs to help differentiate instruction to meet the needs of a diverse student population.	08/14	05/17
			E. Create and maintain updated computer labs.	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement: <u>Principal has been at campus less than 2 years.</u></i>	Not applicable	
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also	A. Training of principal on Charlotte Danielson Framework for evaluation.	08/14	05/15
			B. Evaluate Principal and campus leadership on student growth per state assessments in reading and math, surveys, and attendance and behavior data.	01/15	07/17
			C. Obtain input from teachers and principals regarding evaluation components and weights.	08/14	07/17
			D. Complete weekly walkthroughs by principals and campus leaders to provide immediate feedback on practice and arrange accelerated professional development when needed.	08/14	07/17
			E. Continue participating in "Creating Turnaround Education Pipelines", which promotes the competencies needed to create sustainable transformation.	06/14	05/15
			F. Enable leadership staff to participate in the ESEA Waiver Priority Schools Summer Training.	08/14	07/17
			G. Contract with outside consultant to assist campus leaders in building relationships with students, co-workers, parents.	08/14	05/16

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Standard Application System (SAS)					
		include other measures that are rigorous and comparable across classrooms.			

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create and fund a reward system for teacher leaders who have implemented criteria and demonstrate increased student achievement.	01/15	06/17
			B. Monitor the implementation of rigorous instruction by creating a classroom observation tool that rewards leader and teacher achievement.	08/14	05/17
			C. Conduct principal/teacher conferences to review and or address progress, successes and concerns.	08/14	05/17
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Create a new school calendar that includes an extended day that includes morning and afternoon activities intentionally selected to enhance classroom learning.	08/14	05/17
			B. Hire full-time Math Content Specialist to work with staff and students to increase learning and improve achievement by using data to target instruction; thereafter these responsibilities will be assumed by the post-secondary institution partner in the Lab School.	08/14	07/17
			C.		

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Standard Application System (SAS)					
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Create "Morning Brain-Buster Time" (tutoring/enrichment).	08/14	05/17
			B. Create "Afterschool Owl's Club" (enrichment/tutoring).	08/14	05/17
			C. Increase in-home use of Istation by extending SAISD out-of-school use license to encompass all elementary grade levels and creating a lend library of tablets for families without home access to computers and/or Internet.	08/14	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Partner with a university to create a Lab School featuring additional time for instruction and/or enrichment activities.	08/15	06/17
			B. Make greater use of Istation afterschool, e.g., on-campus activities and access, to rapidly accelerate reading skills.	08/14	07/17
			C. Offer enhanced afterschool instruction in STEM subjects, e.g., introductory computer coding, for 5 th grade students to assist them in qualifying for the STEM magnet at Highlands High School; ask for assignment of STEM magnet students to mentor and instruct participating Stewart 5 th graders.	08/14	07/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work	A. Partner with external providers to train teachers on supplemental and/or enrichment activities to be offered during extended day.	08/14	06/16
			B. Partner with SAISD magnet schools to create a vertical feeder pattern for physical education, instruction, enrichment opportunities.	08/14	06/17

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		based learning opportunities that are provided by partnering, as appropriate, with other organizations.	C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Partner with a university to create a Lab School and to build a bank of high-capacity student teachers/newly certified teachers.	08/15	06/17
			B.		
			C.		

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Partner with a local college or university to create a Lab School that supports school reform, professional development, family engagement and ongoing student success.	08/15	06/17
			B. Implement sessions to facilitate parent learning in needed areas.	08/14	05/17
			C. Recruit businesses and professionals to volunteer in the school, speaking to student groups and/or parents.	08/14	05/17
			D.		
			E.		
		2. Provide ongoing mechanisms for community engagement	A. Develop counseling classes for parents.	08/14	06/17
			B.		
			C.		
			D.		
			E.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Implement student incentive systems at the school and classroom level and provide monthly awards.	08/14	05/17
			B. Teach PBIS elements to new staff to support campus-wide fidelity.	08/14	05/17
			C. Recruit highly skilled mentors for K-5 students.	08/14	05/17
			D. Partner with local businesses to sponsor campus activities.	08/14	05/17
			E. Recruit, hire and retain a qualified Parent & Family Liaison to conduct monthly parent meetings.	08/14	06/17
			F. Create a student council and UIL participant groups.	08/14	06/17
			G. Contract with Communities in Schools to provide case management support to students and families, diminishing barriers to learning and improving school climate.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Use the Charlotte Danielson Framework (taking into account student growth) as an evaluative tool for teachers.	08/14	06/17
			B. Contract with outside consultants to provide K-5 teachers with professional development to increase teacher knowledge of data driven instruction.	08/14	06/16
			C. Provide specific training for K-5 teachers in the areas of special need students/special populations.	08/14	05/17
			D.		
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create a reward system for teachers and teacher leaders who have implemented criteria and demonstrate increased student achievement.	01/15	06/17
			B.		
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Provide professional development and monthly model teaching sessions focused on math, writing and science, with follow up during weekly classroom walkthroughs and debriefing during planning sessions.	08/14	05/17
			B. Provide professional development on relationship building with students, parents and co-workers.	08/14	05/16
			C. Partner with a college or university in establishing a Lab School offering rich and timely professional development for teachers.	08/15	06/17
			D. Contract with outside consultants to model teach, conduct classroom observations and then conduct debriefing sessions with teachers during pull-out planning sessions.	08/14	05/16
			E. Provide teachers and students with real world learning experiences to include field trips.	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Create an extrinsic and intrinsic reward system that will support recruitment, placement and retention of skilled staff.	08/14	07/17
			B.		
			C.		
			D.		

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Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD has completed multiple activities and initiatives preparatory to or complementary of implementation of the Transformation Model at Stewart Elementary. Primary to this effort has been SAISD's successful implementation of two cycles of TTIPS grants. The experiences of Cycle 1 campuses, Sam Houston High School and Fox Tech High School, have provided critical lessons in successful implementation and in overcoming barriers to student achievement in innovative, sustainable ways. The results have been impressive. Sam Houston has demonstrated significant improvement in school climate, drops in disciplinary referrals and improvements in both state assessment results and graduation percentages. Fox Tech was awarded Blue Ribbon School status and moved out of the "Academically Unacceptable" category as a direct result of the TTIPS investments and strategies. Many of the improvements realized at both campuses were technology-driven; as a result, SAISD has elected to use the requested TTIPS funding to introduce technology rich instructional programs at the elementary level to jump-start school reform and improvement. This approach is fully consistent with the Transformation Model and is expected to rapidly improve student achievement at Stewart Elementary.

Another enabling activity has been SAISD's completion of an annual Campus Needs Assessment to identify areas requiring improvement and the creation of an aligned Campus Improvement Plan (CIP). Examples, fully detailed in Schedule 14, include: teachers use District curriculum guides to plan and develop a balanced approach to literacy/reading with a targeted focus according to Tier; instruction for K-5 students follows developmentally appropriate, research based writing processes and vocabulary development, including Lucy Calkins' strategy for "writing across curriculum"; a balanced approach to math instruction is used, including computational fluency, concept development and problem solving; students build fundamental concepts in science by participating in hands on experimental activities; K-5 teachers use expository texts and graphic organizers to teach reading comprehension skills through social studies; an Attendance Committee has developed a plan to support achievement of Stewart's attendance goal; the Principal, teachers and staff have prioritized the creation of a campus environment that promotes an alliance between parents and teachers to support academic achievement by every student; the Principal and teachers use campus-wide PBIS and positive classroom management strategies to reduce student behavioral referrals; teachers use BOY, MOY and EOY data to establish student Tier groupings in all core content areas; students use technology to create projects, conduct research and complete classroom assignments; scaffolded instruction helps students accomplish the TEKS and meet IEP expectations in all core subject areas; ELL strategies are used to scaffold instruction and guide students in making connections to deepen understanding of concepts in all content areas; and, the campus has adopted the NCLB standard of 100% of teachers being Highly Qualified. These in-place resources will form a strong foundation for the overlay of the proposed TTIPS strategies and activities.

SAISD also has designed an approach to the proposed TTIPS grant that will enable Stewart Elementary to meet all outcomes, fully realize the benefits of a Transformation Model and sustain this benefit for decades to come. The cornerstone will be conversion of Stewart to a Lab School format. As previously described, in Year 1, the Stewart Principal and a campus team will develop a Request for Qualifications that will give regional colleges and universities the opportunity to propose a Lab School partnership with Stewart and SAISD. The selected post-secondary institution will work with Stewart staff during Years 2 and 3 to implement a PD and technology rich model designed to yield highly effective teachers with the capacity to rapidly identify and address student learning needs. Before the RFQ is issued, the Stewart Principal and key staff will visit other successful Lab School campuses to determine the partnership and operational components most predictive of success.

Lab Schools can be easily implemented within a Transformation Model and are inherently supportive of sustainability. By definition, Lab Schools include continuous, high impact professional development, coaching and inspiration for classroom teachers and campus leaders. As skill levels increase and new, innovative instructional practices become commonplace, founding teachers will share their capacities and methods with new teachers assigned to Stewart. This will build a base of durable, lasting instructional assets that self-replenish year after year at no additional cost to the District. SAISD is committed, however, to maintaining all proven professional development strategies that accrue from the Lab School experience to ensure future fidelity to the approach.

Finally, the previously described TTIPS Support Team, led by the Deputy Superintendent, will ensure SAISD builds any

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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